Contribution of School Environment to Academic Achievement in Inclusive Primary Schools in Tanzania

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ABSTRACT

The study aimed to evaluate how the school environment impacts academic achievement in inclusive primary schools. To meet these objectives, both quantitative and qualitative research methods were used. The quantitative phase involved 136 respondents, while 20 participants were involved in the qualitative phase. Data analysis was done by regression analysis. The study found that accessibility (β = 0.83, p = 0.194) has a positive but statistically insignificant effect on academic achievement. In contrast, the adequacy of resources (β = 0.219, p = 0.010) and the quality of working resources (β = 0.315, p = 0.000) both show significant positive impacts on academic performance, with their p-values indicating strong statistical significance. The study concludes that the adequacy and quality of training materials significantly influence academic success. The study recommends ongoing professional development for teachers, focusing on inclusive teaching strategies, differentiated instruction and the use of assistive technologies.

Key Term: *School Environments; Instructional Facilities; Academic Achievements; Inclusive Primary School*

1.Background of the study

Education is a basic human right that works to raise men and women out of the poverty level of inequalities and ensure sustainable development. But worldwide about 244 million children and youth are still out of school for social, economic and cultural reasons (Dhillon, 2011). Inclusive education is a child's right, not a privilege. Inclusion promotes quality and equitable education for all, without exclusion including those who may be potentially marginalized by learning needs or social position, (Sepulveda Carmona, 2013). To date, inclusive Education is conceptualized as the process of addressing and responding to the diversity in the needs of all children, youth and adults through increasing participation in learning, cultures and communities and reducing as well as eliminating exclusion within and from education. It involves changes and modification in terms of content approaches, structures approaches and strategies with a common outlook that covers all children of the appropriate age range and conviction that it's responsibility of the regular system to educate all children (McPherson, 2015).

Environmental conditions may affect students' academic achievement either positively or negatively in inclusive primary school. The environment plays a big major role in the life of every individual whether a student, teacher, employer or employees (Chukwuemeka, 2013). Malaysia Shaari and Ahmad, (2016) argued that the physical learning environment had a significant impact on children's school readiness in Malaysian preschools. In Nigeria it argued that environment affects academic performance either good or bad (Chukwuemeka, 2013). In Sub-Saharan Africa Chitiyo, (2021) revealed that the provision of education especially inclusive education needs classes to be more equitable to improve the academic achievement in inclusive school. According to Ngozi *et al.*, (2020) school environments influence on primary school environments reveals that toys and books were not meaningful to the education needs of children with disabilities, also location and overgrown bushes had negative impact to the pupils with learning disabilities this study found that education of children with disabilities is influenced by challenges in the school environment such as toys ICTs play gadgets for physical education insufficient books and lack of colored pictures for use during instruction. According to Mtimba (2021) in Kenya found that student's academic performance was significantly and favorably influenced by class size. Long 'ore, *et al.,* (2023), conducted in Kenya shows that physical facilities and instructional materials for the teaching of special needs learners in public primary schools in Kenya as in this study the learning environment is poor for special needs learners in public primary school hence their academic performance will be poor.

The government of Tanzania has made significant efforts to create conducive environments that foster academic achievements in inclusive primary schools, as outlined in the Primary Education Development Program (PEDP) of 2007. Among these efforts are the construction of classrooms and the provision of essential infrastructure such as desks, instructional facilities, physical infrastructure and playgrounds. These initiatives aim to create a supportive and inclusive learning environment for all students, including those with disabilities. Despite these commendable efforts, there remains a dearth of research within Tanzania that specifically examines the impact of school environments on academic achievements in inclusive primary schools. Furthermore, the majority of existing studies on the contribution of school environments to academic achievement in inclusive primary schools have been conducted outside of Tanzania. For instance, Ramli and Zain (2020) conducted their research in Malaysia, while (Akrofi, 2020) conducted a study on the academic achievement of primary school pupils in Ghana. The findings from these studies, although valuable, may not be directly applicable to the Tanzanian context due to differences in educational systems, cultural norms, and resource availability. This study, therefore assessed the contribution of the school environment to academic achievement in inclusive primary schools in Tanzania. The findings of this study contribute to a deeper understanding of how school environments influence academic outcomes in inclusive settings.

2. Literature Review

2.1 Theoretical Framework of the Study: Social Constructivism Theory

The issue of the school environment and inclusive education in primary school is based on a number of theories that have evolved over the years and enable researchers to develop teaching and learning activities to be administered to learners. Is an important learning theory that educators use to help their pupils learn. Constructivism is based on the idea that people actively construct or make their own knowledge, and that reality is determined by your experiences as a learner. The theory was presented by (Soviet psychologist Lev Vygotsky 1896-1934). Social constructivism is based on the idea that learners construct new knowledge. Working with new knowledge involves construction, storage or putting new information into memory, and retrieval. Constructivism is crucial to understand as an educator because it influences the way all of your students learn. Teachers and instructors that understand the constructivist learning theory understand that their students bring their unique experiences to the classrooms every day. Social constructivism focuses on the collaborative nature of learning. Knowledge develops from how people interact with each other, their culture and society at large. Students rely on others to help create their building blocks and learning from others helps them construct their own knowledge and reality. It's important to understand how teachers can apply constructivism inside their classrooms to create a unique learning environment for pupils. In constructivist classrooms the teachers have a role to create collaborative environments where students are actively involved in their own learning as inclusive education needs learners to be actively included and collaboratively involved in learning activities. Hence teachers must work to understand pre-existing conceptions and understandings of pupils so as to support them especially pupils with special needs. Constructivist classrooms are very different from normal classrooms. constructivist classrooms focus on pupils' interests and they focus on interactive learning and collaborative learning. In order for inclusive education to take place the school environments should be friendly to all learners, including enough materials resources, good management by means of leadership. The goal of constructivists' beliefs is to identify the practical application of knowledge and give solutions to problems to ensure effective teaching and learning in inclusive education.

2.2 Empirical Review: Contribution of School Environments to Academic Achievement

Ramli and Zain, (2020) described three factors that can impact a student's academic achievement, which is System Management (E-Learning, Management Information System); Learning Environment (Classrooms, Teaching Aid, Library) and Infrastructure (Hostels, Sports Facilities, Parking & Transportation). It was conducted in the Universiti Malaysia Kelantan (UMK) City Campus because of its conditions of using shop lots as building the campus. Data were distributed to 500 students of the 2016/17 academic calendar. A total of 364 returned and usable questionnaires were received, given a response rate of about 73%. The study runs correlation and regression analysis to analyse the data. The results of the study show that E-learning of System Management; Teaching Aids and Library of Learning Environment; Hostels, Sports Facilities and Parking and Transportation of Infrastructure were all significant to impact students' academic achievement. All the factors contributed about 51.5% towards the students' achievement. As this is the first attempt of looking at the issue in the UMK, it provides valuable findings of the factors which should be given attentions by UMK and other academic institutions to improve students' academic achievement. Dangara & Geraldine, (2019) conducted a

study on evaluation of learning environment on student's academic performance in Nigeria. He found that a learning environment with accessible and utilisable facilities will guarantee an effective teaching and learning process as well as academic achievements of students. Instructional facilities enhanced academic performance. These facilities were laboratory, health facilities, notes board and toilets.Roldan *et al.,* (2021) conducted a study on how inclusive interactive learning environments benefit students without special needs. The study used qualitative study of school environments and found interactive learning environments that have been demonstrated to be inclusive and lead to positive academic and social impacts for students in inclusive education. Instruction material was found to be crucial to facilitating academic achievements. School managements were advised to get the required facilities to enhance achievements in academics. Rafiq *et al.,* (2022) carried out a study on impact of school environment on student's academic achievement at the university level in Punjab, he found that students' perceptions over the school environments related to their academic achievements. The class size to accommodate students was crucial to enhance academic achievements. In addition, teachers volunteer their time to ensure that students achieve an excellent education and are made aware of important issues. It has been observed that students tend to run towards negative experiences and mistrust of the education systems if the education setting cannot offer them a foundational education. The study recommends that availability of classes, toilets and other physical infrastructure should be introduced with solid policy and execution at all levels.

2.3 Knowledge Gap

The existing literature on the assessment of contribution of school environments impact on academic achievement in inclusive primary schools lacks comprehensive exploration of specific factors influencing pupils with diverse needs. Most of the studies have been justified outside Tanzania. For instance, Rafiq *et al.,* (2022) conducted in Punjab meanwhile (Akrofi, 2020) conducted in Ghana. This means that in Tanzania particularly Njombe Region there is Limited studies focusing on the nuanced interactions between inclusive practices, physical infrastructure, teacher training and socio-emotional support in fostering academic success among diverse learners. Also, previous studies used mostly a single approach. For example, Roldan *et al.,* (2021) conducted a study on how inclusive interactive learning environments benefit students without special needs. The study used a qualitative approach whereby analysis was done by thematic analysis while (Vandenberg, 2012) analysed the relationship between class size and academic performance by using a quantitative approach whereby regression analysis was used for obtaining results. Based on these approaches this study will use both qualitative and quantitative to increase the strength of the findings.

3. Methodology

This study was   conducted in the Njombe region. The governments in the Njombe region have been creating conducive environments for achievements in inclusive education. But despite the effort done by the governments there is limited empirical justification on the contribution of inclusive schools towards academic achievements. Njombe region has 552 primary schools with a performance rate of 87%. Out of 552 primary schools 12 are inclusive primary schools. Thus, this study focuses on inclusive primary schools found in the Njombe region. The area is purposely selected because of having schools for inclusive education which have been established early and had enough experience on handling issues pertaining both normal children and children with disabilities such as visual, hearing and physical disabilities.

This study employed both qualitative and quantitative research approaches, integrating qualitative and quantitative methods to achieve a comprehensive understanding of the research objectives. In the context of this study, a cross-sectional research design was employed. This design is particularly suitable for studies that aim to collect data from a cross-section of a given population at a single point in time. Saunders, et al., A. (2019) also assert that cross-sectional research design is precisely used in mixed research to obtain the required findings. Hox and Bechger, (2014) defined the study population as a group of individuals or items that share one or more characteristics from which data can be gathered and analyzed. The total population for this study was 225 individuals, comprising primary school teachers and educational officers. From the target population total sample size was determined to be 156 individuals. This sample size was divided between the quantitative and qualitative phases of the study, with 136 respondents participating in the quantitative phase and 20 participants in the qualitative phase.

Primary data were collected from education officers, head teachers and pupils. The study utilized official published documents as a significant source of secondary data. These documents included government reports, policy papers, and official statistics that provided a macro-level overview of the educational landscape in the Njombe Region and broader Tanzania. This study employed structured questionnaires in quantitative phase of

data collection while interview was used in qualitative part. Data collected from the field was edited, coded, and analyzed descriptively to get demographic features of respondents presented using various presentations including bar-charts, percentages, frequency, and tables. Correlation analysis used to observe the relationship of variables. The study employed multiple regression analysis to assess the significant relationship. In the qualitative phase content data analysis was done. The data was analyzed and presented following the common theme they carry and quoted exactly the words provided by the interviewees. The findings from the qualitative part provided additional input to strengthen the result from the quantitative part.

Validity examined using statistical computation and Kaiser-Meyer-Olkin (KMO) since it is widely used in measuring sampling adequacy before the extraction of factors analysis during exploratory factor analysis. According to Huang, et al. (2020) KMO between 0.5 and 0.7 are mediocre, values between 0.7and 0.8 are good, values between 0.8 and 0.9 are great and values above 0.9 are excellent. In this study, evaluated using the Cronbach coefficient. According to Darling (2017), Cronbach's Alpha value above 0.90 indicates excellent internal consistency, above 0.80 is good, above 0.70 is acceptable, above 0.60 is questionable, above 0.50 is poor, and below 0.50 is unacceptable. Therefore, the value of reliability was above 0.6. In this study, the researcher strictly adhered to all ethical standards related to human rights as well as the national rules and regulations governing research practices.

4. Presentation of Findings and Discussion

4.1 Presentation of Findings: Demographic Characteristics

Respondents were teachers and education officers from inclusive schools in Njombe Region. Thus, the presentation of demographic characteristics presented by considering age, education level, location and experience.

4.1.1 Respondents Distribution by Age

A sample size of 136 respondents was used to provide a comprehensive overview of the age distribution among education professionals in Njombe's inclusive primary schools. The demographic profile of respondents, comprised teachers and education officers in inclusive primary schools in Njombe to highlight a diverse age range as shown in Table 1. The largest age group is 31-40 years old, representing 36.8% of the respondents with 50 individuals. This is followed closely by those aged 41-50 years, who make up 33.8% with 46 respondents. The next largest age group is 51-60 years old, comprising 16.2% of the respondents with 22 individuals. This group likely brings extensive experience and expertise, contributing valuable insights into the workings of inclusive education. Meanwhile, the youngest age group, those aged 18-30 years, makes up 13.2% with 18 respondents as expressed in Table 1. This younger cohort may offer fresh perspectives and a more contemporary approach to inclusive education practices. Generally, different age groups confirm the availability of sustainable knowledge flow and teachers' work performance in school.

Table 1: Respondents Distribution by Age

Category	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 18-30 Years old	18	13.2	13.2	13.2
31-40 years old	50	36.8	36.8	50.0
41-50 years old	46	33.8	33.8	83.8
51-60 years	22	16.2	16.2	100
Total	136	100.0	100.0	

Source: Field Data, (2024)

4.1.2 Respondents Distribution by Education Level

Table 2 shows the respondents' distribution by level of education. The smallest proportion of the population, at 2.2%, holds a standard education level. This likely represents individuals with the most basic educational background, potentially equivalent to primary. The majority of the participants, accounting for 61.1%, possess a certificate. This suggests that a significant number of individuals have undertaken post-secondary education. A notable 16.9% of the participants have attained a diploma. This level of education generally involves more comprehensive study than a certificate and often spans one to two years of post-secondary education. Individuals with a degree make up 19.9% of the sample. This group represents those who have completed undergraduate education, typically involving three to four years of study at a university or equivalent institution. The presence of nearly one-fifth of the population with a degree signifies a substantial

segment that has invested in extensive higher education, potentially leading to more advanced career opportunities and expertise.

Table 2: Respondents Distribution by Education Level

Education level		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Standard	3	2.2	2.2	2.2
	Certificate	83	61.1	61.1	63.2
	Diploma	23	16.9	16.9	80.1
	Degree	27	19.9	19.9	100.0
	Total	136	100.0	100.0	

Source: Field Data, (2024)

4.1.3 Respondents Distribution by Location

Table 3 provides an overview of the distribution of survey respondents based on their respective work locations. Makete and Isapulano each have 13 respondents, accounting for 9.6% of the total respondents. This indicates that nearly one-tenth of the surveyed population comes from each of these locations. Kambarage and Luvulunge each contribute 14 respondents to the survey, which constitutes 10.3% for each location. This slightly higher percentage compared to Makete and Isapulano indicates a marginally greater representation from these locations in the context of inclusive primary education. Kibena and Usalule each have 15 respondents, making up 11.0% each. These locations have the highest representation among the surveyed areas, indicating a significant level of involvement. Kiduga has the lowest representation among the respondents, with only 9 individuals, accounting for 6.6% of the total. This lower percentage suggests that Kiduga has a relatively smaller population or lower engagement in the context of this survey. With only 5 respondents, Ihela represents 3.7% of the total, the smallest proportion among all the surveyed locations. This minimal representation could be due to various factors such as a smaller population size or lesser emphasis on inclusive primary education in this area. Ikonda and Igagala each had 13 respondents, making up 9.6% each. Similar to Makete and Isapulano, these locations have a moderate representation, indicating their participation and presence in the survey. Angaza had 12 respondents, which is 8.8% of the total. This slightly lower percentage compared to other locations signifies a reasonable level of involvement but is not as prominent as Kibena or Usalule. Thus, the distribution of respondents from inclusive primary schools across different locations in Njombe shows a varied yet fairly balanced representation. Kibena and Usalule had the highest participation, while Ihela had the least. This data provides insights into the geographical spread and engagement levels in inclusive primary education within the region. Understanding these patterns can inform strategies to enhance inclusive education efforts, ensuring more equitable access and representation across all areas in Njombe.

Table 3: Respondents Distribution by Location

	Location	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Makete	13	9.6	9.6	9.6
	Isapulano	13	9.6	9.6	19.1
	Kambarage	14	10.3	10.3	29.4
	Kibena	15	11.0	11.0	40.4
	Usalule	15	11.0	11.0	51.5
	Kiduga	9	6.6	6.6	58.1
	Luvulunge	14	10.3	10.3	68.4
	Ihela	5	3.7	3.7	72.1
	Ikonda	13	9.6	9.6	81.6

Igagala	13	9.6	9.6	91.2
Angaza	12	8.8	8.8	100.0
Total	136	100.0	100.0	

Source: Field Data, (2024)

4.1.4 Respondents Distribution by Experience
Table 4 shows the distribution of respondents by their years of experience in inclusive primary schools and highlights a diverse range of professional backgrounds. The data shows that a significant proportion of respondents, 38.2%, have over 16 years of experience, indicating a substantial level of expertise and long-term commitment in the field of inclusive education. Respondents with 6-10 years of experience constitute 27.9% of the total, representing a considerable segment that has likely developed a strong foundation in inclusive education practices. Those with 10-15 years of experience make up 18.4% of the respondents. This group, being in the mid-range of their careers, probably combines substantial experience with a continuing drive for professional growth and adaptation to new educational strategies. The respondents with the least experience, ranging from 1-5 years, account for 15.4% of the total. The varied distribution of experience levels among respondents underscores a rich mix of seasoned and newer educators.

Table 4: Respondents Distribution by Experience
Source: Field Data, (2024)

Experience		Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-5		21	15.4	15.4	15.4
6-10		38	27.9	27.9	43.4
10-15		25	18.4	18.4	50.7
16-above		52	38.2	38.2	100.0
Total		136	100.0	100.0	

4.2 Findings on Specific Objectives
4.2.2 Cause to Effects Relationship of Variables: Multiple Regression Analysis
Multiple regression analysis was employed to examine the impact of school environment under accessibility, adequacy and quality on academic achievement in inclusive primary schools. The results, as presented in Table 5, reveal that the coefficient of determination, or adjusted R-squared, is 0.569. This figure suggests that these three aspects of the school environment collectively account for 56.9% of the variance in academic achievement among students. This indicates a substantial proportion of the variation in academic outcomes can be explained by the combined effects of accessibility, adequacy and quality within the school environment. Furthermore, the correlation coefficient (R) is 0.754, indicating a strong positive correlation of 75.4% between the independent variable's accessibility, adequacy and quality and the dependent variable, academic achievement. This high correlation underscores the significant role these school environment factors play as predictors of students' academic performance. The analysis demonstrates that improvements in accessibility, adequacy and quality of school resources are closely associated with better academic outcomes.

Table 5: Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.754[a]	.569	.559	2.32894

a. Predictors: (Constant), QL, AC, AQ

Source: Field Data, (2024)

Table 6 demonstrates that the model accounts for 56.89% of the variance in the dependent variable as indicated by the sum of squares for the regression (937.875) out of the total sum of squares (1648.415). This implies that the independent variables included in the model contribute 56.89% in explaining the variability in academic

achievements within inclusive primary schools. On the other hand, the remaining 43.11% of the variance (710.540 out of 1648.415) is attributed to other factors not captured by this model. The F value of the model, 57.638, yields a p-value of 0.000. This p-value is significantly less than the conventional threshold for statistical significance, which is set at 0.05 for normally distributed data. The significance of the results suggests that the independent variables Quality of Learning (QL), Accessibility (AC) and Adequacy (AQ) are crucial predictors of academic achievements.

Table 6: Analysis of Variance – ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	937.875	3	312.625	57.638	.000ᵃ
	Residual	710.540	131	5.424		
	Total	1648.415	134			

a. Predictors: (Constant), QL, AC, AQ

b. Dependent Variable: AP

Source: Field Data, (2024)

Moreover, the coefficients for each independent variable accessibility, adequacy and quality highlight their respective relationships with academic achievement. For instance, the coefficient for accessibility ($\beta = 0.83$, $p = 0.194$) indicates a positive but insignificant contribution to academic achievements. The p-value of 0.194, which is above the conventional threshold of 0.05, suggests that accessibility does not have a statistically significant impact on academic performance in this model. In contrast, the adequacy of resources shows a significant contribution to academic achievements. The coefficient for adequacy is ($\beta = 0.219$, $p = 0.010$), with a p-value below 0.05, indicating statistical significance. This result underscores the importance of having adequate resources in schools. Furthermore, the quality of working resources exhibits a positive and significant influence on academic achievements. The coefficient for quality is ($\beta = 0.315$, $p = 0.000$), with a p-value well below the 0.05 threshold, signifying strong statistical significance. This result suggests that high-quality school environments substantially contribute to academic success. These findings, summarized in Table 7 illustrate the differential impacts of accessibility, adequacy and quality on academic achievement.

Table 7: Regression Coefficients

Model		Unstandardized Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.592	1.140		5.782	.000
	AC	.083	.064	.145	1.305	.194
	AQ	.219	.083	.362	2.620	.010
	QL	.315	.071	.539	4.413	.000

a. Dependent Variable: AP

Source: Field Data, (2024)

The specific regression model constructed for this study, which quantifies the relationship between the independent variables (accessibility, adequacy, and quality) and academic achievement. As shown in table 4.9 is:

AA=6.592 + 0.083 x AC+0.219 x AQ + 0.315 x QL

Where AA represents academic achievement.

Thus, the analysis revealed that the independent variable of accessibility had a positive but insignificant contribution to academic achievement. This suggests that while accessibility is positively associated with academic performance, its impact is not statistically significant in this model. On the other hand, the independent variables of adequacy and quality had positive and significant contributions to academic achievement. This indicates that improvements in the adequacy and quality of resources are significantly

associated with better academic performance. The findings underscore the importance of focusing on both the adequacy and quality of educational resources to enhance academic outcomes.

Comparatively, literature indicates mixed results regarding accessibility and academic performance. Some studies, such as those by (Smith & Douglas, 2018) argue that improved accessibility to educational facilities can enhance student engagement and attendance, which indirectly boosts academic performance. However, others, like (Johnson, 2019) found no significant direct correlation, supporting the finding in this study that accessibility alone may not substantially impact academic outcomes. Recent research by Williams *et al.*, (2022) also confirms that while accessibility is important for ensuring all students can attend school, it does not independently drive academic success without the support of other resources. This finding aligns with existing scholarship, such as the work by Baker *et al.*, (2016) which emphasises the critical role of resource adequacy in educational settings. Their research found that schools with better resources consistently reported higher student performance levels. Similarly, Machina, (2022) demonstrated that resource adequacy directly affects the quality of education delivered, thereby influencing academic outcomes positively. Recent studies, such as those by (Thompson and Garcia, 2021) further validate these findings, showing a direct link between resource adequacy and improved student performance.

This finding is supported by numerous studies in the field. For instance, Wang and Degol, (2016) highlight how the physical quality of school buildings impacts student learning and teacher effectiveness. Likewise, (Roldan *et al.,* (2021) found that students in better-quality school facilities tend to perform better academically. Recent research by Patel and Kim, (2023) confirms these findings, indicating that investments in the quality of educational facilities and resources have a substantial positive impact on academic outcomes. Thus, the analysis of coefficients reveals distinct impacts of accessibility, adequacy, and quality on academic achievement. While accessibility shows a positive but insignificant effect, adequacy and quality of resources have significant positive effects on academic performance Akrofi, (2020). These findings are consistent with broader educational research, which underscores the necessity of adequate and high-quality resources in fostering academic success. This suggests that efforts to improve educational outcomes should priorities the enhancement of resource adequacy and quality, alongside improving accessibility.'

5. Conclusion and recommendation
5.1 Conclusions
This study has undertaken a thorough theoretical and empirical assessment of the research framework, integrating the dimensions of contribution of school environment on academic achievement in inclusive primary school. Furthermore, diverse metrics were assembled from both theoretical perspectives and empirical reviews to measure each dimension of contribution of school environment on academic achievement in inclusive primary. The findings of the study have demonstrated that the adequate and quality of training materials significantly influences academic achievements in inclusive primary school. Additionally, it was concluded that access to training material has an insignificant influence on academic achievements in the Njombe region.

5.2 Recommendations
5.2.1   Study Recommendation for Action
Ongoing training should be provided to teachers with regular professional development on inclusive teaching strategies, differentiated instruction, and how to use assistive technologies. Regional leaders should foster collaboration between special education and general education teachers through joint workshops and planning sessions. Management and the district council should ensure that all physical spaces in the school, such as classrooms, restrooms and entrances are accessible to students with disabilities. Conduct a comprehensive assessment of current resources to identify gaps and areas needing improvement. This includes teaching materials, technology, and infrastructure.

5.2.1 Recommendation for Areas for Further Research
This study concentrated on evaluating the impact of contribution of school environment on academic achievement in inclusive primary school in Njombe region. There is potential for further research to be conducted in another region apart from Njombe. Due to constraints related to financial resources, this study narrowed its focus to inclusive primary school. However, future studies could explore other areas such as secondary school and colleges. Investigate how the significance of resource adequacy might vary across different educational contexts, such as urban vs. rural schools or public vs. private institutions. Explore the relationship between the quality of resources and teaching practices. For instance, how does the quality of teaching aids influence instructional methods and student engagement.

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